

Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) - Fall Semester Overview

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December 9, 2024

Overview

This memo outlines the activities and observations related to Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) for the fall semester, as reported by Katie, Nick, and Hyla at our end-of-the-year assessment of our work, on December 4th.

Activities

- All of us felt that the Flex days were a great way to help the faculty. Attendance exceeded our expectations. We will continue to do this in the spring.
- Katie's Faculty Member Support: Katie held weekly office hours to assist faculty with SLOs. This initiative provided much-needed support for faculty members seeking guidance.
- Nick's Future Plans: Nick plans to continue Katie's initiative by holding similar office hours in the spring semester. He used Nuventive to look at the programs in KAD and noted those that were on track and those who were struggling, and he has a plan to improve SLO reporting.
- Hyla's Involvement: Due to a heavy workload, Hyla primarily supported faculty during flex days. She intends to increase her involvement with faculty between now and the end of the semester. For the next semester, Hyla will provide an outline detailing her plans to complete SLOs for courses lacking them in her division. Since this division has one new coordinator who is pretty swamped, both Paul and Hyla will continue to reach out to that department.

Observations

- Since this was our first semester working as a team, some of our time was spent getting a lay of the land and seeing what has and has not been done, as well as listening to faculty and reporting back to each other. Among the items we heard were related to the current status of SLOs and PLOs: Most programs and courses have established both SLOs and PLOs. However, certain programs with numerous courses, such as KAD and Digital Animation, require improvements in this area. The workload for programs with many courses and part-time faculty is, not surprisingly, larger than smaller departments. Greater emphasis will be given to those departments in the spring.
- Nuventive Software Enhancement: Thanks to Lindsey's efforts, the Nuventive software now offers a single-page overview that clarifies which courses have SLOs, measurement tools, and results. This feature will be instrumental in discussions with departments about their progress towards achieving SLO and PLO compliance by 2026.

Spring Semester Plans

1. Program Review Summary Analysis: We will review Q10 in the program review summary produced by Lindsey to identify broad themes or approaches that individual programs have used for PLO compliance. These approaches will be shared with all faculty as potential strategies for addressing the problem of PLO compliance (which is distinct and different from SLO compliance).
2. Canvas Software Utilization: We plan to learn from the math faculty about their use of Canvas software for generating SLO results. This experiment may have broader applications down the road.
3. Emphasis on PLO Work: A significant focus will be placed on advancing work related to PLOs during the spring semester (see prior comments for supplemental information).
4. Curricunet Software Inquiry: We aim to determine how course banking in Curricunet is updated in Nuventive software—whether it is managed by a single campus individual or if faculty are responsible. This information will help ascertain if some courses require SLO updates.

Lastly, I will be sending over the timesheet information for everyone but Hyla this week!

This memo serves as a comprehensive overview of our current status and future plans regarding SLOs and PLOs. Please feel free to reach out if you have any questions or require further details.